

MONITORING INSTRUMENT ITEM REPORT

Arlington Elementary District - 070447000

2014-15 Cycle 4

ASSURANCES FOR CYCLE MONITORING

C4-01: Statement of Assurance

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA Meets Requirements: R. Alvara 12/03/14

Comments by LEA

Compliance Indicators Submission of the Cycle 4 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.

Required Evidence Cycle 4 Statement of Assurance

Other documents

Legal References

FISCAL REQUIREMENTS TITLE I-A

C4-02: Time and Effort Documentation

Updated 12/04/2014 by David Anderson

SEA Status Resolved

LEA Status Meets Requirements

Comments by SEA Will be ensuring that timesheets are specific to the correct funding source-R Alvara 12/03/14

Comments by LEA

Compliance Indicators All employees paid 100% out of any federally funded grant shall prepare a semi-annual certification. Charges for salaries and wages for employees who are expected to work solely on a single federal award or cost objective shall be documented by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semiannually and will be signed by the employee or supervisory official having first-hand knowledge of the work.

All employees partially paid out of one or more federal grants shall complete a monthly Personnel Activity Report (PAR) or monthly spreadsheet. The PAR will detail the number of hours and effort spent on any issues related to the grants and other funding sources. The PAR will be prepared at least monthly and will be signed by the employee or supervisory official having first-hand knowledge of the work. OMB Circular A-87

Does the LEA maintain semi-annual certifications for employees working solely on a single federal award or cost objective that contain the following:

- 1.) location (site/school where employee is working);
- 2.) the employee name and title;
- 3.) the period to be covered by this certification semi-annual will need to be July 1st – December 31st and January 1st – June 30th (or end of school year) to be considered complete;
- 4.) the funding source;

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5.) signature and date (not in advance)?

Charges for salaries and wages for employees who are partially funded out of one or more grants shall be documented by Personnel Activity Reports (PAR) for the all of the funding sources in the contract (i.e. 4 hours Title I, 2 hours IDEA, and 2 hours local funding).

Does the LEA maintain Personnel Activity Reports (PAR) for employees paid out of more than one funding source that contain the following:

- 1.) location (site/school where employee is working);
- 2.) employee name and title;
- 3.) period covered ;
- 4.) must account for the entire day;
- 5.) all funding sources and scope of activities ;
- 6.) employee signature and date line after ☐ the ☐ fact (dated after the work has been completed);
- 7.) supervisor signature and date line after ☐ the ☐ fact (dated after the work has been completed)?

Does the LEA maintain time and effort documentation required for stipends, supplemental contracts, substitutes, and/or extra hours?

Required Evidence Time and Effort Documentation

Other documents

Legal References

FISCAL REQUIREMENTS TITLE I-A

C4-03: Poverty Measure

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA uses the same measure of poverty to identify eligible school attendance areas, to determine the ranking of each area, and to determine allocations to each school area based on the number of children in poverty ages 5 through 17.
PL 107-110 sec. 1113

Does the LEA use one or more of the following indicators to measure poverty:

- (1) The most recent census data;
- (2) The number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act;
- (3) The number of children in families receiving assistance under the State program funded under the Social Security Act;
- (4) The number of children eligible to receive medical assistance under Medicaid; or,
- (5) a composite of such indicators?

OR

Does the LEA use The Arizona Department of Education Income Guidelines for determining eligibility information for federal funding associated with programs funded under the Elementary and Secondary Education Act?

Required Evidence Poverty Measure Used

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Other documents

Legal References

FISCAL REQUIREMENTS TITLE I-A

C4-04: Poverty Data

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA shall ensure that the data used in determining the poverty levels for each of the schools is accurate.

Does the LEA have procedures in place to ensure accuracy of the following data in determining the poverty level for each school?

OR

Does the LEA have procedures in place to ensure accuracy of the following data in determining the poverty level for each school using the Arizona Department of Education Income Guidelines for determining eligibility information for federal funding associated with programs funded under the Elementary and Secondary Education Act?

-Date information provided
-Income of family
-Determination status
-Student name
-# of family members
-Signatures

Required Evidence Procedures for determining accuracy of poverty data

Other documents

Legal References

FISCAL REQUIREMENTS TITLE I-A

C4-05: Supplement not Supplant

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators Funds made available under this part shall be used to supplement, and not supplant, any other federal, state, or local education funds. An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant i.e., take

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the place of funds from non-federal sources.
PL 107-110 sec. 1120A(b)(1); 20 USC 6320A(b)(1)

Does the LEA have written procedures in place to ensure Title I-A funds are used to supplement and not supplant funds from non-federal sources include the following:

- (1) how an employee requests the purchase of personnel/supplies/services;
- (2) who is responsible for reviewing requests for expenditures to verify that they are appropriate and that they are for additional personnel/supplies/services that have not been paid out of local district funds in the past;
- (3) who is responsible for reviewing requests to ensure that they are approved expenditures in the grant and to verify there is enough money to pay for the expenditures;
- (4) who ensures that purchased items are appropriate to be paid out of grant; and
- (5) what is the method and remedy to make resource adjustments if the LEA has supplanted?

NOTE:

There are three questions that can be asked of an LEA to determine if federal funds have been used correctly:

1. Did the LEA use Title I funds to provide services that the LEA was required to make available under federal, State, or local law?
2. Did the LEA use Title I funds to provide services that the LEA provided with non-federal funds in the prior year(s)?
3. Did the LEA use Title I funds to provide services for participating children that the LEA provided with non-federal funds for non-participating children?

If the answer to any of these questions is yes, then a presumption of supplanting occurs and the LEA must provide documentation to rebut the presumption of supplanting.

Required Evidence

Other documents

Legal References

FISCAL REQUIREMENTS TITLE I-A

C4-06: Title I-A Expenditures

Updated 12/04/2014 by David Anderson

SEA Status Resolved

LEA Status Meets Requirements

Comments by SEA Adjustment needed for Sedig: R Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA's fiscal application and use of Title I-A funds align with the LEA Continuous Improvement Plan.
PL 107-110 1120A; 34 C.F.R. sec. 80.20; 34 C.F.R. sec. 80.32

Does the LEA have documentation to indicate that the Title I-A expenditures are reasonable and necessary and align with allowable expenses as described in the LEA Continuous Improvement Plan?

Does the LEA have documentation that certified staff paid with Title I funds are highly qualified?

Does the LEA provide equitable Title I-A services to private schools, if applicable?

If the LEA received \$500,000 or more in Title I-A funds, did the LEA reserve not less than 1% of its Title I-A allocation for parental involvement activities, of which 95% of such funds was distributed to participating schools?

Is there evidence to show that 95% of the 1% reserved was distributed to participating schools?

Required Evidence List of Classified Staff paid with Title I Funds
Title I Certified Staff List

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Title I Expenditures

Other documents

Legal References

FISCAL REQUIREMENTS TITLE II-A

C4-07: Title II-A Expenditures

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA ensures that Title II-A funds are used for the professional development needs of teachers (including teacher mentoring) and principals in order to close the achievement gap.

Does The LEA use Title II-A funds to:

- (1) recruit and retain Highly Qualified teachers and principals;
- (2) build capacity for Highly Qualified teachers;
- (3) provide professional development for continuous school improvement;
- (4) provide equitable Title II-A services to private schools, if applicable?

Required Evidence Title II Expenditures

Other documents

Legal References

HOMELESS EDUCATION

C4-08: Homeless Education Policy

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA has adopted a policy for homeless children and youth (HCY) that contains the required components. PL 107-110 Title X, Sec. 722(g)(I)(J); 42 USC 11432(g)(I)(J)

Has the Homeless policy been developed/revised to remove barriers to the enrollment and retention of homeless children and youth?

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Does the Homeless policy ensure students are not stigmatized or segregated on the basis of their status as homeless?

Does the Homeless policy ensure transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin?

Required Evidence Homeless Education Policy

Other documents

Legal References

HOMELESS EDUCATION

C4-09: Homeless Education Liaison

Updated 12/04/2014 by David Anderson

SEA Status Resolved

LEA Status Meets Requirements

Comments by SEA Please make sure to add the information of sharing the homeless information within community: R. Alvara 12/03/14

Add custodians to your training list: R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA has designated an appropriate staff person as an LEA liaison for homeless children and youths to carry out the duties described in Title X, Part C, section 722, paragraph (g)(6)(A). 42 USC 11432(g)(6)

Has the LEA designated an appropriate staff person as a liaison for homeless children and youths, reported this person's name to the database and ensured that the liaison for the HCY carries out the duties as required:

- (1) HCY are identified;
- (2) HCY are enrolled in school;
- (3) HCY receive educational services;
- (4) parents are informed of the educational and related opportunities available to their children;
- (5) enrollment disputes are mediated in accordance with the law;
- (6) parents are fully informed of HCY transportation services;
- (7) all staff are trained regarding HCY;
- (8) public notices of the educational rights of HCY are disseminated once upon enrollment and twice annually in areas such as schools, family shelters, and soup kitchens?

Required Evidence HCY Public Notice Locations
HCY Reservation of Funds
Identification Procedures for Homeless Children and Youth
Staff Training on Homeless

Other documents

Legal References

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HOMELESS EDUCATION

C4-10: Homeless Education Dispute Procedure

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA has created a Dispute Resolution Procedure. 42 USC 11432(g)(3)(E)

Does the LEA have a Dispute Resolution Procedure that includes the following:
(1) HCY are enrolled in school of choice until dispute is settled;
(2) LEA delivers a decision in writing to the family of the HCY; and
(3) the parents of HCY are notified of their right to appeal to the state level?

Required Evidence Homeless Education Dispute Resolution Procedure

Other documents

Legal References

LEA CONTINUOUS IMPROVEMENT PLAN

C4-11: Procedures for LEA Continuous Improvement

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA has procedures in place to develop a plan that describes how the LEA will develop goals, strategies and action steps to meet student learning needs; to increase meaningful involvement of parents, community and stakeholders; to ensure instruction is provided by highly qualified and effective staff; to ensure proficiency in English for ELLs; to ensure students graduate from high school; that schools are safe, drug- free, and conducive to learning; and that professional development is aligned to meet the identified needs of students and staff. The plan shall include support for instruction, resources for meeting these goals as well as how the LEA will monitor and adjust for the implementation of the plan and evaluate the overall effectiveness of the plan. 20 USC 6312

Do the procedures include how and when the LEA has meaningful consultation on the design and development of the plan with stakeholders?

Do the procedures include how and when the LEA conducts a comprehensive needs assessment?

Do the procedures include how the LEA evaluates the impact of the plan on student academic achievement?

Required Evidence Procedures for developing/evaluating the LEA Continuous Improvement Plan

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Other documents

Legal References

TITLE I-A PARENTAL INVOLVEMENT LEA

C4-13: LEA Parental Involvement

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA LEA will continue to review and enhance parent involvement: R. Alvara: 12/03/14

Comments by LEA

Compliance Indicators The LEA developed jointly with, agreed upon with, and distributed to parents of children in Title I programs their expectations for parental involvement. This policy shall be incorporated into the LEA's Continuous Improvement Plan that is submitted through ALEAT.
PL 107-110 SEC. 1118; 20 USC 6318

Does the LEA's Title I Parental Involvement Policy contain all the required components including:

- (1) how the LEA involves parents in the joint development of the plan and the process of school improvement;
- (2) how the LEA provides necessary support and technical assistance to Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement;
- (3) how the LEA builds the schools' and parents' capacity for strong parental involvement (as described in 1118 (e));
- (4) how the LEA coordinates and integrates parental involvement strategies with other programs such as Migrant, Head Start, Early Reading;
- (5) how the LEA conducts, with Title I parents, annual evaluation of effectiveness of parental involvement policy in improving quality of schools served and to identify barriers and strengths/weaknesses of parental involvement programs; and
- (6) how the LEA involves parents in the activities of the Title I schools?

Did the LEA conduct an annual evaluation of the parental involvement policy, with parents of Title I students, to determine the following:

- (1) academic quality of Title I schools;
- (2) strategies to increase participation of parents who are: economically disadvantaged, disabled, limited English proficient, or of any racial or ethnic minority background;
- (3) necessary revisions to policy?

Did the LEA distribute a written Title I Parental Involvement policy to parents in a uniform format and in a language parents can understand?

Did the LEA provide assistance to Title I schools in planning and implementing parental involvement activities in the following ways:

- (1) staff Development;
- (2) funding;
- (3) implementation of parental involvement activities at LEA level;
- (4) other?

Required Evidence Title I LEA Parental Involvement Policy

Other documents

Legal References

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TITLE I-A PARENTAL INVOLVEMENT SCHOOL

C4-14: Title I School Parental Involvement

Updated 12/04/2014 by David Anderson

SEA Status	Resolved
LEA Status	Meets Requirements
Comments by SEA	LEA will work on the agenda to ensure that needed items off Title I are being provided to parents. This will be taken care of at the December event.: R. Alvara: 12/03/14
Comments by LEA	
Compliance Indicators	<p>Each Title I school assures that they develop a written Parental Involvement Policy/Plan and School-Parent Compact jointly with parents of participating children and agreed upon by such parents. PL 107-110 Sec. 1118; 20 USC 6318</p> <p>Were parents invited and encouraged to attend the annual meeting where parents were informed of the Title I program requirements and the right of parents to be involved?</p> <p>Did the agenda include, at a minimum, the following items:</p> <ol style="list-style-type: none">(1) an explanation of the curriculum used at the school;(2) the forms of academic assessment used to measure student progress, and(3) the proficiency levels students are expected to meet(4) opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children? <p>Did each Title I school develop and agree upon with parents of Title I students, a Parental Involvement Policy/Plan and School-Parent Compact that contains all the required components?</p> <p>Does each Title I school's plan indicate that the school will:</p> <ol style="list-style-type: none">(1) convene an annual meeting, invite and encourage parents to attend;(2) offer flexible meeting times (i.e.; a.m.; p.m.; Saturday);(3) involve parents in Title I decision making and policy development activities;(4) involve parents in planning, reviewing, and improving the Title I Parental Involvement plan in a timely fashion;(5) provide parents information about programs, curriculum, assessments, measurement of progress, and proficiency levels students are expected to meet;(6) provide opportunities for equal access for parents who are ELL, migrant, homeless, or disabled;(7) involve parents in the joint development of Schoolwide plans (when applicable) and a rebuttal process;(8) provide information to parents in a uniform format and in a language parents can understand;(9) provide opportunities for additional meetings if requested by parents;(10) develop strategies for building parental involvement;(11) involve parents in the development and review of the School-Parent Compact stating shared responsibilities for student academic achievement? <p>Does each Title I school distribute a written Title I Parental Involvement Policy/Plan and School-Parent Compact to parents that is in a uniform format provided in a language parents can understand?</p> <p>Do the teachers individualize the School-Parent Compact with parents of Title I students, as it relates to the individual student's achievement during the annual Parent/Teacher Conference at the elementary school?</p> <p>Does each Title I School-Parent Compact explain how the school will address all the required components including:</p> <ol style="list-style-type: none">(1) Process of on-going communication with teachers and parents to discuss compact relating to student achievement through: conferences, frequent reports, classroom visits and observations, and reasonable access to staff;(2) Entire school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards;

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(3) Parent responsibility for supporting their child's learning (i.e. attendance, homework, TV, volunteering, participation in decision making);
(4) Student responsibility (optional)?

Required Evidence Title I Meeting Notice/Agenda
 Title I School Parental Involvement Policy/Plan and School Parent Compact

Other documents

Legal References

TITLE I-A QUALIFICATIONS FOR PARAPROFESSIONALS

C4-15: HQ Requirements for Title I Paraprofessionals

Updated 12/04/2014 by David Anderson

SEA Status Resolved

LEA Status Meets Requirements

Comments by SEA LEA will re-do the form to assure the correct supervisors/HQ teacher: R. Alvara 12/03/14

Comments by LEA

Compliance Indicators The LEA ensures that all instructional paraprofessionals working in a Title I program are highly qualified.
PL 107-110 Sec. 1119; 20 USC 6319

Does the LEA ensure that all instructional paraprofessionals working in a Title I program have:
(1) earned a high school diploma or its recognized equivalent; and
(2) completed at least 2 years of study (equaling 60 or more credit hours) at an accredited institution of higher education; or
(3) obtained an associate's (or higher) degree; or
(4) passed one of three state-approved paraprofessional assessments in reading, writing, and mathematics?

Does the LEA have on file, completed attestation forms with documentation for all instructional paraprofessionals?

The LEA ensures that a paraprofessional does not provide any instructional service to a student unless the paraprofessional is working under direct supervision of a highly qualified teacher.

Does the LEA ensure:
(1) that any instructional service provided by the paraprofessional is under the direct supervision of a highly qualified teacher;
(2) direct supervision of a highly qualified teacher means:
(a) the teacher prepares the lesson plans, the instructional support activities the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and
(b) the paraprofessional works in close and frequent proximity with the teacher?

Note:
(1) A program staffed entirely by paraprofessionals is not permitted.
(2) A program where a paraprofessional provides instructional support and a teacher visits a site once or twice a week but otherwise is not in the classroom is not permitted.
(3) A program where a paraprofessional works with a group of students in another location while the teacher provides instruction with the rest of the class would also be inconsistent with the requirement that paraprofessionals work in close and frequent proximity to a teacher.

The LEA ensures that a paraprofessional working in a Title I program is assigned appropriate duties.

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Does the LEA ensure that a paraprofessional working in a Title I program is assigned a duty consistent with the following:

- (1) providing one-on-one tutoring for eligible students if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- (2) assisting with classroom management, such as organizing instructional and other materials;
- (3) providing assistance in a computer laboratory;
- (4) conducting parental involvement activities;
- (5) providing support in a library or media center;
- (6) acting as a translator;
- (7) providing instructional service to students; and/or
- (8) assuming limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school?

Required Evidence Title I Paraprofessional Supervised by HQ Teacher

Other documents

Legal References

TITLE I-A QUALIFICATIONS FOR TEACHERS

C4-16: Highly Qualified, Effective Teachers

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA

Comments by LEA

Compliance Indicators The LEA ensures that all core academic teachers are highly qualified at the time of hire or time of transfer to a new position and assists teachers towards increasing instructional effectiveness.

Does the LEA have policies or procedures for screening new applicants and transfers for their highly qualified status prior to placement in a position?

Does the LEA support teachers towards increasing their effectiveness in the classroom?

Has the principal sent notification letters (by the 4th consecutive week in the classroom) to the parents of the students being taught by a non-highly qualified, core content teacher in a Title I program?

For a vacant teaching position being taught by a substitute teacher, has the LEA continued to implement their recruitment plan in order to fill the position with a highly qualified core content teacher?

Is the LEA complying with the 120 day limitation established by the Arizona substitute certificates for teachers in vacant teaching positions?

Required Evidence Four Week Letter

Other documents

Legal References

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TITLE I-A QUALIFICATIONS FOR TEACHERS

C4-17: HQ Procedures for Teachers and Paraprofessionals

Updated 12/03/2014 by Raquel Alvara

SEA Status	Meets Requirements
LEA Status	Meets Requirements
Comments by SEA	R. Alvara: 12/03/14
Comments by LEA	
Compliance Indicators	<p>The LEA has procedures in place to ensure that all teachers in core academic areas and Title I paraprofessionals are highly qualified at the time of hire or transfer to a new position and to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers. [PL 107-110, Section 1119 (a) (1)]</p> <p>Do the procedures describe how the LEA ensures the following (including when the item is to be done and the person responsible):</p> <ul style="list-style-type: none">(1) core academic teachers are highly qualified at time of hire or transfer to a new position;(2) core academic teachers are working towards increasing instructional effectiveness;(3) school principal annually confirms the highly qualified status for all core content teachers and Title I paraprofessionals and maintains highly qualified files;(4) core content teachers are equitably distributed within schools and across the local education agency? <p>Do parents of students in Title I schools receive notification of the "Parents Right to Know" regarding the qualifications of teachers and paraprofessionals in their child's classroom?</p> <p>Are parents provided information regarding the professional qualifications of the students' classroom teacher upon request?</p> <p>Does the LEA have highly qualified teachers for all core academic areas required for high school graduation?</p> <p>Does the LEA have highly qualified teachers for all core academic areas in a departmentalized middle school program?</p>
Required Evidence	Parents' Right to Know Notice Procedures for Ensuring Teachers and Paraprofessionals are HQ
Other documents	
Legal References	

TITLE I-A SCHOOLWIDE PLAN

C4-18: Schoolwide Plans

Updated 12/04/2014 by David Anderson

SEA Status	Resolved
LEA Status	Meets Requirements
Comments by SEA	LEA will make sure Principal is filling out the form.
	ADE also recommends using this form as a training tool for staff to fully understand their roles and process in working with their students.: R. Alvara: 12/03/14

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Comments by LEA

Compliance Indicators

The school serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families or not less than 40 percent of the children enrolled in the school are from such families, (the 40% minimum may be waived if the school is identified as a "Priority" or "Focus" school). Each schoolwide school should have a written plan that has been entered into ALEAT. Each plan should contain all the required components. PL 107-110 Sec. 1114; 20 USC 6314

1) Does enrollment data and the measure of poverty support at least a 40% poverty rate in each Title I school operating a Schoolwide program?

2) Did each Schoolwide school conduct a comprehensive needs assessment and develop an individual schoolwide plan with strategies and action steps?

3) Does each Schoolwide school evaluate the schoolwide plan annually and make revisions as necessary?

4) Does the LEA review all of the schoolwide plans to ensure completeness and compliance with the regulatory requirements?

Required Evidence

Schoolwide Paraprofessional Input Form
Schoolwide Principal Input Form
Schoolwide Program Evaluation
Schoolwide Teacher Input Form
Summary of Schoolwide Needs Assessment and Results
Teacher Master Schedule

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-20: Private Schools and Migrant Children

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA D. Anderson 12/3/14

Comments by LEA

Compliance Indicators

An agency receiving Title I Part C funds, after timely and meaningful consultation with private school officials, shall provide supplemental educational services or other benefits under this subpart on an equitable basis to eligible children.

If the private school has eligible migrant students:

(1) Does the LEA provide services to private school students and teachers in an equitable manner based on the needs of the private school migrant students desiring to participate?

(2) Does the LEA provide opportunities for teachers of participating private schools to participate, on an equitable basis, in its professional development activities?

Required Evidence

Other documents

Legal References

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TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-21: MEP Needs Assessment

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA D. Anderson 12/3/14

Comments by LEA

Compliance Indicators The LEA conducted an assessment of the needs of migratory children and how those needs relate to the priorities established by the State.

Did the LEA conduct a comprehensive needs assessment in order to identify and address the special needs of migrant children in accordance with the state comprehensive needs assessment (CNA) and service delivery plan that included the following:

- (1) summary of student academic achievement data including a comparison of MEP student Data - PFS to non-PFS, MEP to non-MEP peers, and % of students who were tested, data regarding graduation and mobility rates.
- (2) surveys including a blank copy of the survey administered to MEP Stakeholders and a summary of the results of the surveys (including the number distributed and the number collected)?

Note:

These items will be reviewed on site.

Required Evidence

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-22: MEP Service Delivery Plan

Updated 12/03/2014 by Raquel Alvara

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA D. Anderson 12/3/14

Comments by LEA

Compliance Indicators The LEA has developed a MEP Service Delivery Plan (Program Description) that aligns with the State Education Agency's Service Delivery Plan.

Does the LEA have a complete MEP Service Delivery Plan that addresses the following priorities:

- Priority 1: MEP students will attain proficiency in Reading/Language Arts standards as measured by the State Assessment:
- Priority 2: MEP students will attain proficiency in Math standards as measured by the State Assessment :
- Priority 3: MEP students will attain English proficiency as measured by the

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Arizona English Language Learner Assessment (AZELLA);
Priority 4: All Arizona Migrant Preschool children will be adequately prepared for entering kindergarten;
Priority 5: All Arizona Migrant High School students will graduate from High School; and
Priority 6: All LEAs and/or schools will increase effective parent and family involvement?

Has the LEA completed a MEP Service Delivery Plan and incorporated the following into the LEA Continuous Improvement Plan in ALEAT:

(1) clearly defined program priorities including:

-Goals

-Implementation Strategies

-Tasks

-Evidenced by allowable expenditures in application/amendment

(2) plan of action for clearly Identified Program Priorities including:

-Evaluation (completed or plan) for each Program Priority

-Recent Updates to the LEA SDP; and

(3) special Provisions to specifically target the unique needs of the Migrant child?

The LEA shall give priority to migrant students who are failing or most at risk for failing, to meet the State's challenging academic content standards and challenging academic achievement standards, and whose education has been interrupted during the regular school year. The LEA shall also continue to provide services until the end of the school term (semester) to a child who ceases to be a migrant child during such term or for one additional year in absence of comparable services or through credit accrual programs for high school students until graduation.

Does the LEA have written procedures in place to determine which MEP children are most at risk for failure and interrupted moves and which MEP children are to be served after the end of eligibility period? (Priority for Service PFS)

Do the procedures include academic indicators for determining PFS?

Do the written procedures how Continuation of Service is determined and how documentation of the absence of comparable services is determined, if applicable?

Required Evidence MEP Service Delivery Plan

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-23: MEP Coordination of Services

Updated 12/03/2014 by Raquel Alvares

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA D. Anderson 12/3/14

Comments by LEA

Compliance Indicators The LEA shall conduct joint planning among local, state, and federal education programs serving migrant children, and shall coordinate with similar programs and projects that can benefit migrant children and their families.

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Does the LEA have an MEP Service Delivery Plan that indicates how the LEA maintains documentation that coordination is in keeping with the LEA MEP application, Service Delivery Plan, and of intercoordination and intracoordination as it applies to supplemental services and program?

Does the LEA have an MEP Service Delivery Plan that includes written procedures for determining the continuation of services?

If applicable, is there documentation of the absence of comparable services?

Required Evidence List of services coordinated by LEA with MEP (ex: private, non-profit, social, community, and other governmental agencies)
Documentation of agreements for coordination of services
Documentation of referrals
Documentation of services received

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-24: MEP Parental Advisory Council

Updated 12/04/2014 by David Anderson

SEA Status Resolved

LEA Status Meets Requirements

Comments by SEA Please cover Agenda Items in Meetings. D. Anderson 12/3/14

Comments by LEA

Compliance Indicators In the planning and operation of migrant education programs and projects at the local agency, there is consultation with parent advisory councils (MPACs) for programs of one school year in duration.

Is there evidence of a functioning local migrant MPAC?

Does the evidence show that the required consultation has occurred?

Did the LEA maintain documentation to show that parents were advised on the following topics:

- (1) design and implementation of the MEP;
- (2) federal MEP laws and regulations;
- (3) current MEP Application;
- (4) any reports resulting from a Federal/State audit, monitoring, or evaluation of the LEAs MEP;
- (5) student MEP data?

Does the evidence show that all migrant education programs of one school year in duration were carried out in a format and language that the parents could understand?

If the parent involvement opportunities specified above were not provided, is there evidence that extraordinary circumstances made such provision impractical?

Required Evidence MEP-PAC Meetings

Other documents

Legal References

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TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-25: MEP Data Verification

Updated 12/03/2014 by Raquel Alvares

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA

Comments by LEA

Compliance Indicators

The LEA shall assist the state in determining the number of eligible migrant children, who reside in the state full-time and part-time, through procedures as the state may require.

Does the LEA have written procedures for the following items:

- (1) Validating and verifying all information on the COE
- (2) Validating and verifying all codes entered into the COEstar data collection system
- (3) Record transfers (sending and receiving)
- (4) Resolving discrepancies in data
- (5) Testing of the written procedures

Required Evidence MEP Data Discrepancies
MEP Validating/Verifying Information
MEP Written Resolution of Discrepancy Procedures
Procedures for Transferring MEP Student Records

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-26: MEP Identification and Recruitment

Updated 12/03/2014 by Raquel Alvares

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA Please start documenting home visits. D. Anderson 12/3/14

Comments by LEA

Compliance Indicators

The LEA shall develop and implement a plan for the Identification and Recruitment (ID&R) of migrant students.

Does the LEA have an MEP ID&R plan that includes:

- (1) Documentation of intercoordination and intracoordination (as it applies to record transfers and the ID&R process);
- (2) Documentation of time frame for recruitment;
- (3) Documentation of ID&R logs and recruiter schedule;

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(4) Documentation of the implementation and evaluation of the ID&R plan?

Required Evidence Evidence of Coordination between districts (ex. Elementary & High School; LEA and surrounding Districts)
MEP ID&R Plan

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-27: MEP TI-C Fiscal

Updated 12/03/2014 by Raquel Alvares

SEA Status Meets Requirements

LEA Status Meets Requirements

Comments by SEA D. Anderson 12/3/14

Comments by LEA

Compliance Indicators Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

Does evidence show that funds helped address educational barriers resulting from students' migratory lifestyle?

Does evidence show that migrant education funds are used solely to supplement and not supplant the other educational services?

Does evidence show that migrant funds helped meet migrant student needs that could not be addressed by other programs?

Required Evidence MEP Title I-C Expenditures

Other documents

Legal References

TITLE I-C MIGRANT EDUCATION PROGRAMS

C4-28: MEP Services for Preschool/Out of School Youth

Updated 12/04/2014 by David Anderson

SEA Status Resolved

LEA Status Meets Requirements

Comments by SEA Please provide evidence for out of school youth. D. Anderson 12/3/14

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Comments by LEA

Compliance Indicators

The LEA meets the educational needs of preschool migratory children and out of school youth.

Does the LEA have a Service Delivery Plan that includes a description of the services provided to migratory preschool children?

Does the evidence show that the LEA provided services to out of school youth?

Required Evidence

MEP Out of School Youth

Other documents

Legal References

TITLE II-A PROFESSIONAL DEVELOPMENT

C4-29: Professional Learning Needs Assessment

Updated 12/03/2014 by Raquel Alvara

SEA Status

Meets Requirements

LEA Status

Meets Requirements

Comments by SEA

LEA should consider developing a paper trail to show how the survey is done. D. Anderson 12/3/14

Comments by LEA

Compliance Indicators

The LEA conducted a comprehensive needs assessment and developed a professional learning plan for teachers and principals. PL 107-110 Sec. 2122; 20 USC 6622

Does the LEA have evidence of a needs assessment being conducted to determine the professional learning needs of teachers/principals which incorporates multiple sources of data (i.e. student academic achievement data, highly qualified status data, teacher/principal evaluation data etc...) with a focus on closing the achievement gap?

Has the LEA outlined the professional learning activities for teachers/principals (resulting from the needs assessment) in the Continuous Improvement Plan on ALEAT?

Required Evidence

Professional Development Needs Assessment

Other documents

Legal References

TITLE II-A PROFESSIONAL DEVELOPMENT

C4-30: Title II High Quality Professional Learning

Updated 12/03/2014 by Raquel Alvara

SEA Status

Meets Requirements

LEA Status

Meets Requirements

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Comments by SEA

Comments by LEA

Compliance Indicators The LEA ensures that high-quality professional learning activities are provided for teachers and principals. PL 107-110 Sec. 2122; 20 USC 6622

Does the LEA provide high-quality professional learning opportunities (which increases educator effectiveness and results for all students) that:

- 1) occur within learning communities committed to continuous improvement, collective responsibility and goal alignment;
- 2) are supported by skillful leaders who develop capacity, advocate and create support systems for teacher and principal professional learning;
- 3) are adequately supported through human, fiscal, material, technology and time resources;
- 4) incorporates a variety of student, educator and system data in order to plan, assess and evaluate professional learning;
- 5) integrates theories, research and models of human learning to achieve its intended outcome;
- 6) applies research on change and sustains support for implementation of professional learning for long-term change;
- 7) aligns its outcomes with educator performance and student curriculum standards?

Can the LEA verify how Title II-A professional learning activities are coordinated with other professional learning opportunities supported through other Federal, State, and local funds?

Are high quality professional learning activities incorporated throughout the LEA Continuous Improvement Plan?

Does the LEA maintain a Technology Plan to describe how teachers/staff are trained to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy?

Required Evidence

Other documents

Legal References